

MINNESOTA LIBRARIES



WEEDING THE COLLECTION

Disposal of Unneeded Publications in a Public Library.....	<i>Raymond H. Shove</i> 67
Community Leadership.....	76
Discard Policy for the Small Library.....	<i>Emily L. Mayne</i> 77
Australian Book Display.....	79
More of the Same.....	<i>Jean Gardner Smith</i> 80
Year's Activities.....	<i>Russell J. Schunk</i> 84
Minnesota Library Service Plan.....	90
Basic Reference List.....	<i>A. Rosemary Bowers</i> 92

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Disposal of Unneeded Publications in a Public Library

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Almost all libraries have books on their shelves which have outlived their usefulness. No doubt, also, many libraries with a too liberal policy in adding gifts have books which never were very useful.

The Library Division of the State Department of Education in Minnesota and similar organizations in other states have for many years stressed not only the importance of careful selection of books, whether gifts or purchases, but also the necessity for a continuous weeding of those books which for various reasons are no longer needed. The problem is an important one, particularly pertinent for public, school, and college libraries, which best serve their patrons with usable, live books of good quality. In recent years even the large research libraries of the country, faced with situations arising from their rapid growth during the past half century, have found it necessary to pay more attention to selection and to weeding, even where such cooperative arrangements as the Farmington Plan and regional storage centers have been made.

This article is intended to be of assistance to libraries, particularly to small public libraries, in the disposal of books that have either been weeded from the library or set aside from gift collections, and at the same time to give some consideration to the selection of such material for disposal.

There is, naturally, no one way of disposing of unneeded publications that is best under all circumstances and for all libraries. The type, quality, condition, and amount will often be the determining factors.

I

Listed below are several suggested methods of book disposal.

1. Sale to booksellers.
2. Gift, exchange, or sale to other libraries.
3. Consign for sale at book auction house.
4. Sale to public.

5. Offer to public without charge.
6. Put in storage.
7. Waste paper.

1. Sale to booksellers.

The common practice is either to invite booksellers in to look over the material or to make up lists and send them to those dealers most likely to be interested. Some librarians prefer the former method, because it may require the least amount of time and effort. Except in unusual cases, the opportunity to invite booksellers in is possible only in libraries near or in metropolitan areas, since there are comparatively few dealers outside those areas.

If the material to be disposed of is known or thought to be of considerable value, lists can be made and sent to various dealers. They may be sent to dealers nearest the library, but dealers in the country's most important bookselling centers, such as Boston, Chicago, and especially New York, are more likely to be in a position to use a wider variety of publications, and they usually pay the best prices. If the material is known to be of little value, there is no point in spending the time and effort in making up lists. In some instances, the librarian may just not know whether the material has commercial value and will prefer to prepare lists. Another possibility is to list a few of the most important items and give a general description of the remainder.

Most dealers do not hesitate to quote prices that they will pay for items in which they are interested, if the items are carefully described. According to one bookseller, a few dealers may be found who are wary of quoting prices to libraries. They explain this by saying "they may want to sell books to them some day, and many librarians do not understand all the factors that go into the marking up of out-of-print books."

2. Gift, exchange, or sale to other libraries.

Books and other publications not needed in one library can sometimes be used in an-

other library, and many librarians feel that this possibility should be given first consideration. It is almost certain that books weeded from the collection of one small public library will not be useful in another small public library, although the possibility cannot be completely discounted. For example, one library may have material relating to a neighboring community which would be more useful in the library of that community. It may occasionally happen that books weeded from one library may be useful in a neighboring public or county library with more extensive collections, or the larger library may weed duplicates of books that would be useful in a smaller library. The cooperative exchange of duplicates which come to the library as gifts may occasionally be advantageous. Of course, the transactions may be carried out by sale or by gift.

We should not delude ourselves, however, about the usefulness of library discards. Except for duplicates, books not needed in one small public library will not often be useful in another such library. There is a possibility, though, that they may be useful in a research library. In Minnesota, the two largest research libraries are the University Library and the Historical Society Library. The collections of the Historical Society Library are naturally much more limited in scope than are those of the University Library, consisting primarily of American history materials, particularly those relating to Minnesota. The University Library, and this is true of all large university libraries, must have materials in almost every field of knowledge. In some fields it must have not only the best books but also those of lesser importance. For example, a university with a large and active group of faculty members and graduate students doing research in American literature must have available more than the best books of the best American writers. Not only does such a library need the complete works of the best authors, but also a representative selection of the books of less important authors. The needs of research are so varied that to attempt to indicate particular books that the University Library is interested in acquiring would be misleading and inadequate. Books, magazines, pamphlets, and documents on almost any subject and in any language may be useful. This is not to suggest that the University Library is uncritical of the materials

it adds to its collections, for like the small public library it is primarily interested in quality.

The small library will not often have unneeded publications, even from gift collections, that will be needed in a large research library, so that it is not a question of offering large quantities of materials, but occasional unusual items. Ordinarily such items are turned over to the research library as gifts, but most research libraries are also willing to purchase those which have commercial value.

3. *Consign for sale at book auction house.*

It is improbable that a public library, and particularly a small one, will weed from its collection publications of sufficient commercial value to warrant sale by a book auction house. It is conceivable, however, that a library might receive by gift a collection of books at least part of which it would not need, and which could best be disposed of by sale at auction. Examples are important first editions, Americana, a specialized collection in a subject field, etc. Materials of this nature can, of course, be disposed of in other ways, but in certain instances the best prices may be realized by sale at auction. The auction house ordinarily charges about a dollar for each separate listing, or lot, in its sale catalog, and takes twenty percent commission on all sales. Thus, sale at auction is usually advantageous only for items of considerable commercial value, although it is possible to put together in a lot several lower-priced items that it would not pay to list separately.

Buyers from auction catalogs include libraries and individual collectors as well as booksellers, and in many instances the prices realized represent retail prices. It is understood, of course, that the price an item will bring cannot be foretold, and it is possible that after the overhead expenses are deducted, the net return will be less than by sale to another library, a bookseller, or an individual collector.

Even though a library may never sell books at auction, the librarian may on occasion suggest the possibility to individuals planning to dispose of books of commercial value.

To a certain extent, auction houses can be classified according to the commercial value of the books they usually offer for sale. For names see list at the end of this article.

4. *Sale to public.*

The sale of unneeded books to the public does not seem to be widely practiced in public libraries, although in colleges and universities selling to students and faculty appears to be gaining in favor. Such sales may furnish the library with funds for book purchases, but, perhaps even more important, it may promote the personal ownership of books.

Sales to the public must not be a means of palming off worn-out, poor, or obsolete books. Unneeded duplicates, gift books of good quality unlikely to receive sufficient use to warrant their addition to the library, or similar books weeded from the library might be worth distributing in this way if no better disposition can be made.

This mention of sale to the public should not be interpreted as a recommendation. What little information is available in print on the subject is not favorable to the plan, although, as mentioned above, such sales in colleges are gaining in popularity. Among the problems that must be considered is that of gifts, and care should be taken to make certain that the donor will not object to such a sale. Library ownership marks should be cancelled in some way to show that the books are no longer library property.

The author will be pleased to hear of experiences any public libraries have had with book sales to the public.

5. *Offer to public without charge.*

There would seem to be little to be said in favor of such a policy, although there has been at least one report of a library which offered discards to the public free of charge.¹

If books are of such poor quality or are in such dilapidated condition that they have no sale value whatever, a library is likely to be doing a disservice, rather than providing a useful service, by distributing them in the community. If a book is worth owning, it should be worth paying for, even though the price be a nominal one.

6. *Put in storage.*

If for any reason the librarian is hesitant or unable to make final disposition of publications of questionable use or value, she may follow the increasingly popular prac-

tice of taking such material off the main shelves and placing it in separate storage, possibly in the basement, until a decision can be reached.

7. *Waste paper.*

Most experienced book buyers have had brought to their attention instances where important and valuable books, pamphlets, periodicals, and documents which should have been preserved have been disposed of as waste paper. Fortunately this seldom happens in our public libraries. As a matter of fact, librarians or their library boards are frequently too prone to preserve publications which have outlived their usefulness. Reverence for the printed word is an admirable quality when tempered by the realization that not all publications deserve the same degree of respect. Many publications should be returned to the pulp mill. Usually the librarian will be able to recognize those which should be preserved, but if she is in doubt, she should seek the advice of booksellers, other librarians, or individuals in the community who are informed on the subject matter in question. In Minnesota, the Library Division, the University Library, and the Historical Society Library are always glad to be of assistance.

For convenience the materials in this section are divided into four groups: Sets, Magazines, Public Documents, Individual Volumes.

Sets

Although there is common agreement that libraries need weeding, there is little information on actual titles that should be discarded. The enormity of the task is at least a partial explanation.

In the case of multiple volume sets of books, however, it seemed to the author that it might be feasible to prepare a list of titles which for various reasons are of so little use that they might well be discarded from most libraries and particularly from the small public library. Such a list was prepared in 1945.

An additional purpose was to let librarians of the state know that these sets were already in the University of Minnesota Library, most of them for specialized research purposes, and that because of their limited usefulness, additional copies could not be accepted as gifts for exchange purposes.

¹"Books, old and new." *Virginia libraries*, II (April, 1929), 9-10. How the Charlottesville Public Library put discarded books out in bins, inviting the public to "take one."

Knowing of their availability, it was felt that the small libraries would feel freer to discard any they might have on their shelves.

Other librarians examined the list, but, in order to test its reliability in another way, copies were sent to most of the well-known dealers that handle sets. It is generally agreed that there is a close relationship between the commercial value of a set, or most books for that matter, and its usefulness in a library. If a set of books has little or no commercial value, it is unlikely that it will be sufficiently useful in a small public library to warrant keeping on the shelves. The above mentioned dealers were asked to report on the soundness of listings and to indicate any they would buy. Agreement on the listings was almost unanimous, and no dealer indicated an interest in buying any set on the list.

As a further test, two additional lists were prepared. The second (List B) contained sets judged to be more useful and a third (List C) included some of those most frequently used. There was general agreement by the dealers on these two lists, although, as expected, some difference of opinion as to whether a particular set should be on List C rather than B, or the other way around. A few sets were relegated to List A. No set was retained on Lists B or C unless dealers indicated they had commercial value.

The results of the above survey appeared in the March, 1945, issue of *Minnesota Libraries*. Recently, after a lapse of some seven years, it has been thought desirable to make the lists available again. They were again submitted to dealers, with the result that several sets have been moved from B to A (of little or no commercial value), a few from C to B, and of particular interest is the moving of four historical sets, including *American history told by contemporaries*, from B to C.

LIST A

Included here are the aged, obsolete, ineffective and generally unproductive sets which, while some may be of occasional use in a research library, should be discarded by a small public library. They have little or no commercial value, and if a library has no other way of disposing of them they can perhaps best serve their destiny by being sent to the paper mill.

Alexander Hamilton Institute library of modern business. 1931 26v

Appleton's cyclopedia of American biography. 1887-1889 6v (For later eds., see List C)

**Beaux and belles of England*. n.d. 14v

Book of history. Grolier Society. n.d. 18v

Book of knowledge. 1939 20v in 10

Carpenter's world travels, ed. by Frank G. Carpenter. 1927 20v

Chambers' encyclopaedia. 1884 10v

Children's hour, by Eva March Tappan. n.d. 15v

Collier's new encyclopaedia. 1926 10v Not to be confused with the excellent new *Collier's encyclopaedia*, 1949-51

Copeland's treasury for book lovers. 1929 5v

Crane classics, by Frank Crane. 1923 12v

Cyclopedia of world's great literature, ed. by Harry Thurston Peck. 1901 20v

Delphian course. 1922 10v

Encyclopedia Americana. The older editions are not very useful and in little demand. (See List C for later editions.)

Encyclopedia Britannica. 9th ed. This edition of the Britannica was published before the international copyright act in 1891, was reprinted by several American publishers and widely distributed throughout the country. Although it contains much excellent material, the set as a whole is too old to be generally useful and has been superseded by later editions. Useful in a research library but the supply greatly exceeds the demand. Has little market value. (See List C for later editions.)

**Famous women of the French court*, by Imbert de Saint-Amand. 1901 15v

Funk and Wagnall's new standard encyclopedia of universal knowledge. 1935 25v

Great crises in our history told by its makers. 1925 12v

Great novels crowned by the French Academy. 1897 20v

Harper's encyclopedia of United States history. 1902 10v; 1905 10v; 1915 10v

Harvard classics shelf of fiction. n.d. 20v

History and progress of the world, ed. by Edgar Sanderson and others. 1917 10v

History of nations, ed. by Henry Cabot Lodge. 1906 24v

- History of the United States*, by J. C. Ridpath. 1902 5v
- History of the United States of America*, by H. W. Elson. 1905 5v
- International library of masterpieces*, ed. by Harry T. Peck. 1901 30v
- International reference work*. 1927 10v
- Irish literature*, ed. by Justin McCarthy. 1904 10v
- Johnson's universal cyclopedia*. 1895 11v
- Journeys through bookland*, ed. by Charles H. Sylvester. 1922 10v
- Lectures*, by J. L. Stoddard. 1910 15v
- Library of American literature*, by Stedman and Hutchinson. 1888-90 11v (one dealer suggests this might go in List B)
- Library of choice literature*. Prose and poetry of all nations, ed. by A. R. Spofford. 1895 10v
- Library of historic characters and famous events*, ed. by A. R. Spofford and others. 1905 12v
- Library of natural history*, by Richard Lydekker. 1904 5v
- Library of oratory*, ed. by Chauncey M. Depew. 1902 15v
- Library of wit and humor*, ed. by A. R. Spofford and R. E. Shapley. 1910 5v
- Little journeys to the homes of the great*, by Elbert Hubbard. n.d. 14v
- Literary Digest history of the World War*. 1920 10v
- **Lives of the queens of England*, by Agnes Strickland. 1871 7v; 16v
- Louisiana and the Fair*, ed. by J. W. Buel. 1904 8v
- **Masterpieces of fiction crowned by the French Academy*. 1927 20v
- **Memoirs and secret chronicles of the courts of Europe*. 1901 11v
- **Memoirs of the court of France*. 1903 20v
- Messages and papers of the presidents*. 1897 20v; 1913 20v in 10; 1918 20v. One of the most widely distributed sets, in little demand.
- Modern merchandising*, by Alexander Hamilton Institute. 1927 10v
- **Mysteries of the court of London*, by G. W. Reynolds. 1900 10v; 20v in 10
- Nations of the world*. 1898 60v
- Nelson's perpetual loose leaf encyclopedia*. 1923 12v; 1929 12v
- New international encyclopedia*. 1903 18v; 1909 23v (for later ed. see List B)
- New students reference work for teachers*, ed. by C. B. Beach and F. M. McMurray. 1918 6v
- Outline of science*, by John Arthur Thomson. n.d. 4v (One dealer would put this in List B)
- Pocket university*. 1924 23v
- Popular science library*, ed. by Garrett P. Serviss. 1922 17v
- Presidential messages and state papers*, ed. by Julius W. Muller. 1917 10v
- Progress of nations*. 1930 10v
- Real America in romance*, ed. by Edwin Markham. 1914-27 15v
- Ridpath library of universal literature*. 1899 25v
- **Romances of royalty*. Dramas and tragedies of chivalric France. 1909 13v
- Scribner's popular history of the United States*, by W. C. Bryant and other. 1876 4v; 1897 5v
- **Secret memoirs of the courts of Europe*. 10v; 20v; 24v
- Source records of the Great War*, ed. by Charles F. Horne. 1920 7v
- Travelogues*, by Burton Holmes. 1908 10v
- United States, its beginning, progress and modern development*, ed. by Edwin Wiley. 1912 11v
- Universal anthology*, ed. by Richard Garnett and others. 1899 33v
- Universal classics library*. 1901 10v; 30v
- University library*, ed. by J. H. Finley and N. Braddy. 1928 26v
- University musical encyclopedia*, ed. by L. C. Elson. 1912 10v
- Winston's cumulative encyclopedia*. 1914 10v
- Wit and humor of America*, ed. by M. P. Wilder. n.d. 10v
- With the world's people*, by J. C. Ridpath. 1914 12v
- Women in all ages and all countries*. 1908 10v
- World and its people*. 1925 7v
- World's best essays*, ed. by D. J. Brewer. 1908 10v
- World's best orations*, ed. by D. J. Brewer. 1899 10v
- World's fifty best short novels*, ed. by Grant Overton. 10v
- World's orators*, ed. by Guy C. Lee. 1903 10v

*One dealer makes the following comment on the items marked with asterisk: "These titles were occasionally bound in fine morocco leather. When in fine condition are saleable as 'furniture'."

World's wit and humor. 1906 15v
Young folk's library, ed. by Thomas Bailey Aldrich. 1902 20v

LIST B

The sets listed here are not those in most demand in libraries or by booksellers, but they are more useful than those in List A. If a library has good sets of these or similar sets it does not want to retain, they can be sold to dealers at moderate prices, although difficulty may be encountered in locating a dealer interested in some of them.

It is important to remember that the price a dealer can afford to pay in relation to the price at which he expects to sell them depends largely on their demand. No standard price can be set, although in many instances it would perhaps range from \$.50 to \$1.00 a volume.

American statesmen, ed. by J. T. Morse, Jr. 32v; 41v

Anglo-Saxon classics. 1906 15v

Antique gems from the Greek and Latin. 1901 13v

Art of music, by D. G. Mason. 1915 14v (Candidate for List A)

Author's digest, ed. by Rositer Johnson. 1908 20v (Candidate for List A?)

Bibelot. n.d. 21v

Century dictionary and cyclopedia, with a new atlas of the world. c1911 12v

Columbia University course in literature, ed. by J. W. Cunliffe and others. 1928 18v

Compton's pictured encyclopedia. Early editions have little sale value; late printings are saleable and of course valuable in the library.

Cyclopedia of American agriculture, by Liberty Hyde Bailey. 1907-19 4v

Cyclopedia of American government, ed. by A. C. McLaughlin and A. B. Hart. 1914 3v [Reprinted 1949]

Digest of international law, by John Bassett Moore. 1906 8v (Candidate for List A?)

Encyclopedia Biblica, ed. by T. K. Cheyne and J. S. Black. 1899-1903 4v (Also in one volume on India paper, 1914)

Encyclopedia of Canada; general ed. by W. Stewart Wallace. 1935-37 6v

Famous composers and their music, ed. by Theodore Thomas and others. 1901 16v

Harvard classics. 1909 51v

History of Egypt, Chaldea, Syria, Babylonia and Assyria, by G. Maspero. n.d. 13v

Illustrated record of English literature, by R. Garnett and E. Gosse. 1903; 1923 4v
Lamb's biographical dictionary of the United States. 1900 7v

Modern eloquence. 1941 Early editions have little sale value. (Candidate for List A)

Narrative and critical history of America, by Justin Winsor. 1889 8v

Nature library. 1908 17v

New international encyclopedia. 2nd ed. 23v Also supplements 1925, v24-25; 1930 2v

Peoples of all nations, ed. J. A. Hammer-ton. 1922-24 7v (Candidate for List A)

Photographic history of the Civil War, by Francis T. Miller. 1911 10v

Poems of places, ed. by Henry Wadsworth Longfellow. 1876-79 31v

Sacred books and early literature of the East. 1917 14v

Smithsonian scientific series. 12v

Warner library . . . editors: John W. Cunliffe, Ashley H. Thorndike. 1917 30v Earlier edition, under title *Library of the world's best literature*, has little or no sale value.

Wonder of the past, by John Arthur Thomson, n. d. 4v (Candidate for List A)

World book. Various dates. Early editions now of little value; printings of last few years are saleable and of course valuable in the library.

LIST C

Included here are a few standard sets most likely to be useful in libraries and in demand by booksellers. If a small or medium-sized library has single copies of such sets on its shelves they should, with a few exceptions, be retained. Among exceptions, if a library has late editions of the *Americana* and *Britannica*, it is not likely it will be necessary to keep earlier editions. If a library has both the *Dictionary of American biography* and *Appleton's cyclopedia of American biography*, the latter will probably not be needed.

Prices a dealer could pay would range from about \$1.00 to \$3.00 or \$4.00 a volume; in a few cases somewhat more than \$4.00 and, in a few, a bit less than \$1.00. Condition is of course important.

- Abraham Lincoln*, by J. G. Nicolay and John Hay. 1890 12v (B in 1945 List)
- American history, told by contemporaries*, by A. B. Hart. 1906 5v (B in 1945 List)
- Appleton's cyclopedia of American biography*. 1898-1900 7v Also revised ed. entitled *Cyclopedia of American biography*. 1915, 1918-31 vi-6, 7-12
- Bryan's dictionary of painters and engravers*. 1903-5 5v
- Cambridge histories*. All are in demand at good prices, particularly the original editions.
- Catholic encyclopedia*. c1907-22 17v
- Chronicles of America*. v.d. 50v Various eds.
- Critical dictionary of English literature*, by S. Austin Allibone. 1908 5v
- Cyclopedia of education*, by Paul Monroe. 1911 5v
- Cyclopedia of painters and paintings*, by J. D. Champlin and C. C. Perkins. 1913 4v
- Dictionary of American biography*. 1928-37 20v and index [Reprint 1943, 21v; 1946, 11v on this paper.]
- Dictionary of American history*; James Truslow Adams, ed. in chief. 1st ed., 1940; 2nd ed., 1942 5v and index
- Dictionary of anonymous and pseudonymous literature*, by S. Halkett and J. Laing. 1926 7v
- Dictionary of architecture and building*, by Russell Sturgis. 1901 3v
- Dictionary of national biography*. 1908-19 22v; 2nd and 5th supplements, 1912-49 4v; index and epitome, 1903-13 2v
- Dictionary of philosophy and psychology*, by James Mark Baldwin. 1901-5 3v in 4
- Encyclopedia Americana*. Early editions have little sale value and dealers report later printings are in less demand than Britannica.
- Encyclopedia Britannica*. Eleventh (1911) and later eds. All are in demand, including the handy volume issue of the 11th, 12th and 13th. Value depends on edition, imprint date, and condition, with the latest edition and imprint, of course, having the highest sale value.
- Encyclopedia of Islam*, ed. by M. Th. Houtsma. 1911-38 4v and supplement.
- Encyclopedia of religion and ethics*, ed. by James Hastings. 13v In addition to the above, other works edited by Hastings are in demand. These include *Dictionary of the Bible*, *Great texts of the Bible*, and *Dictionary of Christ and the Gospels*.
- Encyclopedia of the social sciences*. 1930-35 15v
- Grove's Dictionary of music and musicians*. 3rd ed. 5v Also American supplement, new ed. 1928, and supplementary volume, 1940.
- Handbook of American Indians*, by F. W. Hodge. 1907 2v
- History of the people of the United States*, by John B. McMaster. 1911 8v (B in 1945 List)
- History of the United States*, by Henry Adams. 1930 9v (B in 1945 List)
- History of the United States and its people*, by E. M. Avery. 1904 7v
- Jewish encyclopedia*. 1925 12v
- Library of literary criticism of English and American authors*, by Charles W. Moulton. 1901 8v
- Library of Southern literature*. 1929 20v in 10
- Mythology of all races*. 1916-32 13v
- National cyclopedia of American biography*. 1892-1949 v. 1-35 (In progress)
- New English dictionary on historical principles*, by Sir James A. H. Murray. 1888-1933 10v and supplement
- New Larned history for ready reference*. 1922-24 12v
- Pageant of America*. 1925 15v
- Schaff-Herzog encyclopedia of religion and ethics*. 1908 12v plus index
- Standard cyclopedia of horticulture*, by Liberty Hyde Bailey. 1914-17 6v [Re-issue 1947. 3v]

Magazines

Magazines are essential in all libraries, but as they age the amount of use made of them usually diminishes to such an extent that the small public library will find it difficult to justify keeping any but the most-used titles. Regardless of age, periodicals do retain their usefulness for research purposes, and the logical place to preserve them is in the large library, particularly the research library. The small public libraries need not hesitate to dispose of little-used files, knowing that they will be available for use when occasion demands in the large libraries throughout the country. In Minnesota, the

University Library has complete files of most of the titles commonly found in the smaller libraries in the state and is not interested in securing additional copies.

Except for common, widely distributed titles, such as *Harper's Magazine*, *Atlantic Monthly*, *Scribner's*, and *Century*, the University Library will be pleased to have reports on files of nineteenth century magazines.

Magazine dealers are not in unanimous agreement on which titles should be held for sale and which should be sold as waste paper. One dealer writes, "It is pretty generally agreed, however, that the old popular magazines, such as *Harper's*, *Atlantic*, *Scribner's*, and *Century* are now a waste paper proposition. The older magazine dealers like ourselves have a considerable stock of these titles built up over the years. There is very little call for them."

The other eastern dealers replying to an inquiry were in general agreement with the above statement. It is worth reporting, however, that a dealer in Los Angeles, N. A. Kovach, wrote that, "All *Harper's*, *Century*, *Scribner*, *Atlantic* will be bought by me if bound and in good condition. There is a great demand for these again!"

Of current magazines, those titles not usually seen on the newsstands are the ones that are most likely to be in demand by dealers. It should be pointed out, however, that many current popular magazines, such as *Life*, *Time*, *Newsweek* and *Fortune*, having little or no sale value unbound, can often be sold if they are well bound. Whether or not a dealer has a sufficient stock of a title offered is naturally an important determining factor. Thus one dealer may buy a title that another does not need.

Many scientific, technical, scholarly and professional magazines, particularly those of limited circulation, can be sold at good prices. They should not be disposed of as waste paper without first reporting them to dealers specializing in back files.

One of the magazines often offered as a gift to libraries, the *Journal of the American Medical Association*, is widely circulated and has little sale value.

In general, magazines of limited circulation are more likely to have commercial value than those circulated widely.

When offering periodicals for sale, the binding should be described, the beginning and ending volumes with dates and an indication of missing years or issues.

Public Documents

U. S. Documents

Publications of the United States government are valuable in all libraries, from the large research library to the small public library. Although the large research library commonly aims to preserve all such publications, the small public library can afford to keep on its shelves only those that are actively used. Since many large libraries throughout the country, including the University of Minnesota Library, are taking care of their preservation, the small library need have no compunctions in weeding and discarding.

The question occasionally arises as to whether a library should secure permission of the Superintendent of Documents before disposing of United States documents. This is required in official depository libraries, but applies only to those documents that have been sent on deposit; these are the property of the United States Government. In all other cases, whether received by gift or purchase, they are the private property of the library, and may be disposed of at the will of the owner.

As a general rule, odds and ends of most series have little or no commercial value. This is particularly true of the *Congressional Record*, and the Departments of Commerce and Agriculture series. The government does issue publications of basic scientific importance, however, and these are the ones most likely to have commercial value, especially those in the fields of botany, zoology, geology, and anthropology. In constant demand by dealers, for example, are individual volumes of the United States Geological Survey publications, including the U.S.G.S. Bulletins, Water Supply Papers, Folios, Maps, Professional Papers, and Monographs. One dealer reports that for a few of these they may pay "as high as \$5.00 per item."

Except for early documents, say those issued before 1865, and particularly those before 1850, which have survived in small numbers, age has very little to do with the commercial value of U. S. documents.

In general, early documents, and those in the natural and physical sciences, particu-

larly the natural sciences, should not be disposed of as waste paper before being offered to a dealer or to a research library.

Further than this the University Library lacks a considerable number of United States documents issued prior to 1900, and solicits reports from Minnesota libraries having such documents. Some are so common they are not worth reporting. Among these are the *Congressional Record*, *Annual Report of the Department of Agriculture*, and the *Records of the War of the Rebellion*. Also worth reporting are House and Senate Hearings before 1924. Many of these are lacking from the Library's collections.

State Documents

Even large research libraries commonly select for acquisition only the most useful documents issued by states other than their own. For the most part, the small public library will find it necessary to restrict its holdings to a few of the most used documents of its own state.

In Minnesota the University Library and Historical Society Library try to keep all Minnesota documents.

State documents most likely to have commercial value include the early ones issued in each state, reports of Constitutional Conventions, and publications dealing with the natural and physical sciences.

Individual Volumes

Attention has been given here primarily to sets and serial publications, although there is perhaps an even greater demand by dealers and large libraries for books published separately. The listing of individual volumes is likely to be a time-consuming, expensive operation, however, and experience has shown that books weeded from a small public library are only occasionally of interest to dealers or to other libraries. Booksellers are more selective in purchasing separate books with library marks than in purchasing marked magazines or documents. As a matter of fact, there is little difference in the commercial value of marked and unmarked files of a desirable magazine.

If a librarian thinks she may have books of interest to a dealer or worthy of preservation in a large library, she may list a few of the best, give a general description of the remainder, and send the information to dealers or to the University Library. It is

well to remember that very few books have any value if they are badly worn or have pages missing.

With unmarked gift collections the same procedure can be followed, except in those cases where the librarian is convinced there are many volumes of commercial value. In such a case it may be worthwhile to list all items separately.

A simpler procedure is to call in an established bookseller, but in many localities there are no dealers.

Most booksellers buy and sell books that libraries are interested in buying. A possible exception is Roy's Book Shop in Akron, Ohio, which specializes in juvenile series, most of which are not recommended for circulation in public libraries. (See the September 1941 issue of *Minnesota Libraries* for a list of these series.) These include Victor Appleton's "Tom Swift series," and "Moving picture series," Herbert Carter's "Boy Scout series," the various series by Roy Rockwood, etc. Instead of discarding such books received as gifts, a library may be able to sell them and secure funds to buy more appropriate children's books. Only copies without library marks are saleable.

Book Dealers

One of the most up-to-date lists of antiquarian booksellers is that which appears annually in January in the Permanent Reference Number of the *Antiquarian Bookman*. Subject specialties of each dealer are indicated.

The dealers listed below include those who responded to my request for information, and many provided suggestions useful in the preparation of this article. They are interested both in buying and selling. While they are all well established dealers, listing here is not intended as a recommendation above other dealers, a more complete list of which can be found in the above mentioned issue of the *Antiquarian Bookman*.

Many dealers handle both magazines and documents, and it is not uncommon for one who deals mainly in books to also buy and sell documents and back files of magazines, particularly the latter. A few specialize in sets, but all those listed here under Books handle the type of sets discussed in this article.

Books

Argosy Book Stores, 114 East 59th Street,
New York 22, New York.

Barnes and Noble, 105 Fifth Avenue, New York 3, New York.

Bartfield, J. N., 43 West 56th Street, New York 19, New York.

Bassett, F. N., 722 North Orange Drive, Los Angeles 38, California.

Brentano's, 29 South Wabash Avenue, Chicago 3, Illinois.

Cadmus Book Shop, 31 West 46th Street, New York 19, New York.

Carnegie Book Shop, 140 East 59th Street, New York 22, New York.

Clark, Arthur H., Company, P. O. Box 230, Glendale, California.

Colonial Book Service, 45 Fourth Avenue, New York 3, New York.

Elizabethan Bookseller, 508 Madison Street, Waukegan, Illinois.

Henneman, William J., 4707 Western Avenue, Chicago 25, Illinois.

Romaine, Lawrence B., Middleboro, Massachusetts.

Schulte's Book Store, 80 & 82 Fourth Avenue, New York 3, New York.

Documents

Central Book Company, 261 Broadway, New York 7, New York.

Howgate, James C., 128 South Church Street, Schenectady 1, New York.

Lowdermilk, W. H., and Company, 1418 F Street N. W., Washington 4, D. C.

Magazines

Abrahams Magazine Service, 56 East 13th Street, New York 3, New York.

Bliss, P. and H., Middletown, Connecticut.

Canner, J. S., and Company, 46 Millmont Street, Boston 19, Massachusetts.

Faxon, F. W., 83 Francis Street, Boston 15, Massachusetts.

Fiedler, Henry George, 31-33 East Tenth Street, New York 3, New York.

Johnson, Walter J., 125 East 23rd Street, New York 10, New York.

Kovach, N. A., 712 South Hoover Street, Los Angeles, California.

Login, B. and Son, 29 East 21st Street, New York 10, New York.

Rothman, Fred B., and Company, 200 Canal Street, New York 13, New York.

Auction Houses

American Book Auction, 73 Fourth Avenue, New York 3, New York.

City Book Auction, 119 East 57th Street, New York 22, New York.

Parke-Bernet Galleries, 980 Madison Avenue, New York 21, New York.

Swan Auction Galleries, 146 East 56th Street, New York 22, New York.

Community Leadership

The public librarian occupies a natural position of leadership in the community if he is willing to do something about it. Many librarians are puzzled by methods of handling such group problems as: how to plan a meeting; how to get people to come; how to make the best use of the ideas and abilities of each member; how to lead a discussion effectively; how to get some people to talk — and others to keep quiet; how to use speakers, panels, films, pamphlets. A new periodical, *Adult Leadership*, contains much helpful material on these vital subjects. A special Charter Member subscription of \$3.00 per year is being offered. Write to *Adult Leadership*, 743 N. Wabash, Chicago 11, Ill.

A Discard Policy for the Small Library

EMILY L. MAYNE

*Supervisor of Extension Library, Library Division,
Minnesota Department of Education*

Every librarian of a small public library wishes her stock of books were larger. She envies the city library and feels she could really serve her community well if she had more books with which to work. But what does the city librarian do? To attract readers, to make them feel at home in the library, she establishes a *browsing room*, a bright cheery spot where the reader may examine a few readable timely books on each of many subjects. She sets up a *small public library* within her storehouse of books and other materials.

The librarian and board of the small public library should discuss its goals at a meeting. It is better to recognize that the library with small quarters, with no available storage space, should not try to be a storehouse of the knowledge of all time, but should serve well as an attractive *browsing room*. It can have the combined resources of Inter Library Loan, the State Library Division, and sometimes county library book stocks behind it, enlarging the possibilities for service to the patron who has special needs.

Together, board and librarian should look at the library. Do the book shelves look dark and forbidding? Are the books packed so tightly that a potential borrower hesitates before trying to extract a volume, fearing he may tear the cover? Are the timely books hidden in collections of outdated once-true volumes so that the eager borrower turns away feeling that he has been cheated? Are the children's books tattered and grimy? Is the library definitely in need of an active *weeding policy*?

No coat of shellac can brighten up a 1920 copyright date in a science book, nor bring back a businessman who once received outdated postal information.

Who Should Weed?

The librarian is the administrator of the library. The board has entrusted to her care other important library functions and will expect her to perform this duty also.

On her part, the librarian must summon all her courage when she begins this neces-

sary work. She will need to make a decision on each book, and "Yes, but . . ." will be no aid toward rapid progress.

A wise librarian will wish the help of the board or book committee but should do the first work alone. One Minnesota librarian asked the members of the group to check boxes of culled books before a board meeting. Only one volume was returned to the shelves, a book of fiction by a local pioneer author whose name she had not known.

Occasionally the advice of a local expert will be needed, usually in the case of a professional or technical book.

The librarian knows her book stock and will gain an even better knowledge of the contents of the library during the weeding process.

Gifts should be treated the same as purchased books. The donors will probably be the first to say that they would want their books to be useful rather than merely shelf fillers and dust catchers.

The board and librarian should adopt a written policy concerning gifts to the library. This should state that books and other material will be accepted or kept in the collections only when useful to the library. It should be clearly stated that unneeded items will be disposed of as the library sees fit. Great possibility of later problems will then be avoided.

A Constant Process

When should the weeding be done? The librarian will want to make the work an every day procedure by checking returned books for loose pages and tattered covers. No book that needs mending should be put back on the shelves.

Every book in the small library should be checked once a year, whether or not it was circulated during that time. Since this type of work is easier if done in larger amounts, a definite date should be set for the task, a time when circulation is least heavy. Probably summer is the best in most small libraries.

How to Start?

The librarian first collects her aids. She will need the same tools that she uses for book selection. Every library needs to have these accessible at all times locally. They may also be borrowed from the Library Division.

Standard Lists

Basic book collection for elementary grades.

5th ed. American Library Association, 50 E. Huron St., Chicago 11, Illinois, 1951. \$2.00.

Basic book collection for high schools. 5th ed. American Library Association, 1945. \$2.75.

Basic book collection for junior high schools. American Library Association, 1950. \$1.75.

Booklist, a guide to current books. American Library Association. Published semi-monthly, September through July, index in August. \$6.00 per year.

Buying list for small libraries, comp. by Marion Horton. 7th ed. American Library Association, 1945. \$2.25.

Children's catalog. 8th ed., 1951, and supplements. H. W. Wilson Company, 950 University Avenue, New York 52, N. Y. Service basis.

Fiction catalog. 1950 ed. and supplements. H. W. Wilson. Service basis.

School library list supplement. Minnesota State Department of Education, Library Division. Distributed monthly except June, July and August to all Minnesota public libraries.

Standard catalog for high school libraries. 5th ed., 1947, and supplements. H. W. Wilson Company. Service basis.

Standard catalog for public libraries. 1949 ed. and supplements. H. W. Wilson Company. Service basis.

Subscription books bulletin. American Library Association. Quarterly. \$2.50 per year.

The weeding should be systematic, with every shelf checked. One shelf of fiction or one class of non-fiction should be dealt with at a time, with progress recorded so that the librarian can easily resume the work.

As the standard lists are scanned, the weeder will often find starred titles which have been overlooked in building the collection. A quick notation should be made of information needed for later purchase.

The librarian should work with the library shelf list. A future timesaver is a sym-

bol such as *cc 51* placed in the lower left hand corner of the card showing which *Standard List* contains the title.

Books may be placed in piles — one, books to be mended; another, those to be rebound; a third, discards. Most libraries buy some children's books in reinforced bindings, and do not rebind as many volumes as once was customary. A comparison should be made between the cost of re-binding and the price of a new, more attractive edition, especially in the case of children's books and adult fiction.

A valuable out-of-print book such as Roberts' *Birds of Minnesota* should be rebound.

What to Discard

1. *The unread book.* If a book, especially fiction, has not been read within the past three to five years, in most cases it no longer earns its shelf space. (Use of a dater including the year will speed checking the date due slip at the time of the next weeding.)

2. *The unattractive book.* If the volume is hard to read because of fine print, narrow margins, yellow paper, it will not be read. If the material is well-written, is still true, and needed locally, a newer edition should be purchased.

3. *An old copyright date.* If a book of non-fiction has a copyright date 25 years old, or even a later date in the case of science and similar rapidly changing subjects, it will probably need to be replaced by a newer book on the subject. This applies to *sets* as well as single books. Old school texts should be discarded also.

4. *The dilapidated book.* Worn books with loose covers or missing pages should be eliminated from the collection. They are ugly and discouraging to the prospective reader. They could even influence patrons toward carelessness.

5. *The mediocre book.* Fiction and children's collections often contain books which are of low quality or have outlived the little worth they had in the beginning. The *Nancy Drew* series is typical of such titles. If more care is taken at the time of purchase, few books will need to be discarded later.

6. *Duplicate copies.* Small libraries will often be given two or more copies of light fiction, which donors have not wanted for

their personal libraries. If needed at all, only the copy which has the better binding should be kept.

7. *Magazines.* Old issues of current magazines will not merit space in the very small library for more than three to five years. Ordinarily only the periodicals listed in the *Readers' Guide* should be kept longer than a year for reference use. Pamphlets must be discarded at more frequent intervals and replaced by newer material at once.

Records

All records relating to books being discarded should be checked and removed before the process is considered complete.

In the small, uncataloged library this may merely mean marking the accession book with the word *Discard* and the date. Pockets, book cards, and all marks of library ownership should be removed from discarded books before disposal.

The cataloged library will need to include more steps in the discarding process:

1. Take book card. Pull the shelf list card. Stamp or print *Discard* and the date after the copy number. If the last copy is discarded, remove the shelf card.

2. Remove the author card from the card catalog. Remove all other cards such as title, subject, cross reference cards, using the list of tracings on the main card.

3. Arrange cards in numerical order of accession numbers and work through the accession book or file, entering method of disposal and date.

4. Keep catalog cards only if the book is to be replaced. If a separate withdrawal file is kept, the shelf list card may be retained for this purpose.

5. Keep a record of the number of volumes withdrawn and enter the number on monthly and annual reports.

Books written by local and regional writers and those with a local setting should always be retained. Every library ought to have a local history section, but if there is a county historical society, many volumes will have more use in such a collection.

If the library has a storage room equipped with shelving, little used classics, less read titles by well-known authors, border line on-the-way-out books might be relegated to such a space. If such books must be stored in boxes, they might as well be discarded immediately.

Discarded books should be disposed of at once. Unwanted books in bad physical condition should be burned or sold as waste paper. The Library Division and the University of Minnesota Library may be consulted if a book seems to have real value.

As the librarian completes the job of weeding she will probably breathe a sigh of relief but make two promises to herself. She will endeavor to select books more carefully, realizing that culling out before purchase is far easier. She will be a better salesman of the library materials and resources which she retains, since she knows so much about them now.

Australian Book Display

Any Minnesota library wishing to borrow a display collection of books published in Australia is invited to write to the Library Division for a reservation, stating the three-week period for which the display is desired.

A gift of thirty-one adult and juvenile books has been presented to the Library Division by the Women's Group of the Australian-American Association. The books have such intriguing titles as *Aboriginal Art of Australia*, *The Sunlit Land*, and *The Story of Shy, the Platypus*.

More of the Same

JEAN GARDINER SMITH

Children's Librarian, Carnegie Lawther Library, Red Wing

Friends are people we like enough to see often, and that is the charm of the sequel: the opportunity to meet again. But friends in and out of books vary. Some bring to our lives laughter and sympathy and a broader horizon, while others offer a momentary thrill but leave us the poorer when we part.

Because series books are more than a chance encounter, we need to choose them with care. Certainly we want imagination for our young readers, but let it lie within its province of animals who talk, and goblins and dragons, and delicious nonsense about boys who can't take off their hats.

When it comes to real adventure, let that also have its boundaries. Most of our friends at any age, and certainly those under twenty, do not go about solving family problems and mysteries with an ease that puts to shame all adults and far outshines the FBI. Endur-

ing friendships thrive upon the sharing of the everyday and the normal. They exist among all groups of people and are not concerned alone with a world whose measure of success is wealth and the upper social brackets. Nor do we move in an idyllic land where all problems, like spun sugar candy, melt away leaving nothing but a too sweet taste in the mouth.

Beware of the book which has references to others in the series generously sprinkled through each volume, and which ends with a teaser to lure you on to the sequel.

The list which follows is based upon those books in which the same character appears in successive volumes. It is intended only to indicate types of series which are available and which may serve the need when our young readers of varied interests are looking for more of the same.

SERIES BOOKS

Fun to Look At and Easy to Read

Anderson, Clarence W.

Billy and Blaze

Blaze and the forest fire

Blaze and the gypsies

Blaze finds the trail

Averill, Esther

Cat Club

School for cats

Jenny's first party

Moonlight adventure

When Jenny lost her scarf

Britcher, Phyllis (Romney Gay)

Tale of Corally Crothers

Come play with Corally Crothers

Corally Crothers' birthday

Brooke, Leonard L.

Johnny Crow's garden

Johnny Crow's party

Johnny Crow's new garden

Brunhoff, Jean de

Story of Babar

Travels of Babar

Babar the king

Babar and Father Christmas

De Angeli, Marguerite

Ted and Nina go to the grocery store

Ted and Nina have a happy rainy day

Summer day with Ted and Nina

Dennis, Wesley

Flip

Flip and the cows

Flip and the morning

Flack, Marjorie

Angus and the ducks

Angus and the cat

Angus lost

Lindman, Maj J.

Flicka, Ricka, Dicka and the strawberries

Flicka, Ricka, Dicka and their new friend

Flicka, Ricka, Dicka and the new dotted dresses

Flicka, Ricka, Dicka and the girl next door

Flicka, Ricka, Dicka and the three kittens

Flicka, Ricka, Dicka and a little dog

Snipp, Snapp, Snurr and the red shoes

Snipp, Snapp, Snurr and the gingerbread

Snipp, Snapp, Snurr and the magic horse

Snipp, Snapp, Snurr and the buttered bread

Snipp, Snapp, Snurr and the yellow sled

Snipp, Snapp, Snurr and the big surprise

Snipp, Snapp, Snurr and the big farm

Rey, Hans A.
Curious George
Curious George takes a job
Curious George rides a bike
Steiner, Charlotte
Kiki and Muffy
Kiki dances
Kiki skates

The Family—In Solemn Mood and Gay

Brink, Carol R.
Caddie Woodlawn
Magical melons
Coatsworth, Elizabeth J.
Away goes Sally
Five Bushel Farm
Fair American
Comfort, Mildred H.
Winter on the Johnny Smoker
Treasure on the Johnny Smoker
Enright, Elizabeth
The Saturdays
Four story mistake
Then there were five
Spiderweb for two
Estes, Eleanor
The Moffats
Middle Moffat
Rufus M
Haywood, Caroline
Here's a penny
Penny and Peter
Penny goes to camp
McMeekin, Isabella M.
Journey cake
Juba's new moon
Marshall, Dean
Invisible island
Dig for treasure
Wish on the moon
Pinkerton, Kathrene S.
Adventure north
Farther north
Fox Island
Windigo
Silver strain
Ransome, Arthur
Swallows and Amazons
Swallowdale
Peter Duck
Winter holiday
Coot club
We didn't mean to go to sea
Secret water
Picts and martyrs
Great Northern

Seredy, Kate
Good master
Singing tree
Van Stockum, Hilda
Cottage at Bantry Bay
Francie on the run
Pegeen
The Mitchells
Canadian summer
Wilder, Laura I.
Little house in the big woods
Little house on the prairie
On the banks of Plum Creek
By the shores of Silver Lake
Little town on the prairie
Long winter
These happy golden years

The Family—Growing Up

Day, Clarence S.
Life with mother
Life with father
De La Roche, Mazo
The building of Jalna
Mary Wakefield
Young Renny
Jalna, etc.
Gilbreth, Frank B.
Cheaper by the dozen
Belles on their toes
McCrone, Guy
Red plush
Aunt Bel
Rolvaag, Ole E.
Giants in the earth
Peder Victorious
Their father's god
Spence, Hartzell
One foot in heaven
Get thee behind me
Wadleton, Thomas D.
My mother is a violent woman
My father is a quiet man
For Boys
Agle, Nan, and Wilson, Ellen
Three boys and a lighthouse
Three boys and the remarkable cow
Cleary, Beverly
Henry Huggins
Henry and Beezus
Felsen, Gregor
Bertie comes through
Bertie takes care
Bertie makes a break

Haywood, Carolyn

Little Eddie
Eddie and the fire engine
Eddie and Gardenia

Henderson, Le Grand

Augustus and the river
Augustus goes south
Augustus and the mountains

McClosky, Robert

Homer Price
Centerburg tales

For Older Boys

Clemens, Samuel L.

Adventures of Tom Sawyer
Adventures of Huckleberry Finn

Cooper, James F.

Deerslayer
Last of the Mohicans
The pathfinder

Forester, Cecil S.

Mr. Midshipman Hornblower
Captain Horatio Hornblower
Beat to quarters
Ship of the line
Flying colours
Commodore Hornblower
Lord Hornblower

Haig-Brown, Roderick, L. M.

Starbuck Valley winter
Saltwater summer

Nordhoff, Charles B. and Hall, James N.

Mutiny on the Bounty
Men against the sea
Pitcairn Island

Pease, Howard

Tattooed man
Jinx ship
Ship without a crew
Wind in the rigging
Heart of danger

Regli, Adolph C.

Fiddling cowboy
Fiddling cowboy in search of gold

Skidmore, Hubert

River rising
Hill doctor

Tunis, John R.

Kid from Tomkinsville
Kid comes back
World series
Iron duke
Duke decides
Yeal Wildcats!
City for Lincoln

For Girls

Caudill, Rebecca

Happy little family
Schoolhouse in the woods
Up and down the river

Faulkner, Georgene and Becker, John L.

Melindy's medal
Melindy's happy summer

Haywood, Carolyn

"B" is for Betsy
Betsy and Billy
Back to school with Betsy
Betsy and the boys

Holberg, Ruth L.

Mitty and Mr. Syrup
Mitty on Mr. Syrup's farm
Wee Brigit O'Toole

Lovelace, Maud Hart

Betsy-Tacy
Betsy-Tacy and Tib
Over the big hill
Down town

Hill, Mabel B.

Down-along Apple Market Street
Summer comes to Apple Market Street
Surprise for Judy Jo
Jack-o' Lantern for Judy Jo
Along comes Judy Jo

Smith, Eunice Y.

Jennifer wish
Jennifer gift
Jennifer is eleven

For Older Girls

Alcott, Louisa M.

Little women
Little men
Jo's boys
Eight cousins
Rose in bloom

Beebe, Elswyth Thane

Dawn's early light
Yankee stranger
Ever after
Light heart
Kissing kin

Boylston, Helen D.

Sue Barton, student nurse
Sue Barton, senior nurse
Sue Barton, visiting nurse
Sue Barton, rural nurse
Sue Barton, superintendent of nurses

Bristow, Gwen

Deep summer
Handsome road
This side of glory

- Bugbee, Emma
Peggy covers the news
Peggy covers Washington
Peggy covers London
Peggy covers the clipper
Peggy goes overseas
- Dalglish, Alice
Silver pencil
Along Janet's road
- Lorimer, Graeme, and Sarah
Men are like street cars
Stag line
Heart specialist
First love, farewell
- Lovelace, Maud H.
Heaven to Betsy
Betsy in spite of herself
Betsy is a junior
Betsy and Joe
Carney's house party
Emily of deep valley
- Horse and Dog Stories
- Brock, Emma L.
Here comes Kristie
Kristie and the colt
Kristie's buttercup
- Farley, Walter
Black Stallion
Black Stallion returns
Son of the Black Stallion
Black Stallion and Satan
- Frost, Frances M.
Windy Foot at the county fair
Sleighbells for Windy Foot
Maple sugar for Windy Foot
- Goetz, Delia
Burro of Barnegat Road
Hidden burro
- Kjelgaard, James A.
Big Red
Irish Red
- O'Brien, John S.
Silver Chief
Silver Chief to the rescue
Return of Silver Chief
- Robertson, Keith
Ticktok and Jim
Ticktock and Jim, deputy sheriff
- Sture-Vasa, Mary A. (Mary O'Hara)
My friend Flicka
Thunderhead
Green grass of Wyoming
- One Foot in Fairyland
- Brooks, Walter R.
Freddy goes to Florida
(To and again)
Freddy goes to the North Pole
(More to and again)
Freddy the cowboy
- Carroll, Lewis
Alice's adventures in Wonderland
Through the looking glass
- Gannett, Ruth S.
My father's dragon
Elmer and the dragon
Dragons of Blueland
- Geisel, Theodor S. (Dr. Seuss)
Five hundred hats of Bartholomew Cubbins
Bartholomew and the oobleck
- Lofting, Hugh
Story of Doctor Dolittle
Voyages of Doctor Dolittle
Doctor Dolittle's post office
Doctor Dolittle's circus
Doctor Dolittle's zoo
Doctor Dolittle and the green canary
- Macdonald, George
Princess and the goblin
Princess and Curdie
- Milne, Alan A.
Winnie-the-Pooh
House at Pooh Corner
- Travers, Pamela L.
Mary Poppins
Mary Poppins comes back
Mary Poppins opens the door

A Year's Activities

RUSSELL J. SCHUNK

Director, Library Division, Minnesota Department of Education

Organization and Function

This report will summarize the work of the staff of the Library Division during the year ending June 30, 1952—(its 54th year of service). Under the statutes of Minnesota the Division is charged with three types of responsibility in connection with Minnesota libraries. One of the responsibilities is the stimulation, development and improvement of both library service and personnel throughout the state; the second responsibility is that it shall serve as an information center for persons faced with library problems of any kind; and the third responsibility is to increase either the areas receiving library service or, in areas with existing service, to strengthen and expand the amount of service furnished. Because of these responsibilities the Division publishes information useful to educators, librarians, and library trustees. It continuously promotes better standards for the administration of Minnesota's school and public libraries. In other words, it influences and helps to mold public library service to 2,204,438 Minnesotans as well as furnishing the pattern for service through 586 school libraries.

The activities of the Division are in three related areas, i.e., (1) Public Libraries; (2) School Libraries; and (3) the Extension Library. Staff members who assisted the Director in the work of the Division during the year included the following:

Ruth Ersted, Supervisor of School Libraries

Emily L. Mayne, Supervisor of Extension Library

A. Rosemary Bowers, Reference Librarian

Ardis Jensen, Catalog Librarian

Lucile Iten, Loan Librarian

Grace Ivey, Secretary to Director

Helen Koci, Secretary to Supervisor of School Libraries

Walter McNally, Shipping Clerk

Advisory Center for Library Information

The relationship between the Library Division and libraries of the state is mainly advisory. Questions on library problems increased noticeably. Information on these

problems was supplied in some cases by correspondence, in other cases by the lending of material and, increasingly, by direct field contacts. Problems dealt with included such widely varied subjects as accounting systems for fine moneys, methods of registering borrowers, and social security in relation to public library staff members.

The Director of the Division worked on an interesting problem with Pace Associates of Chicago, Illinois, in connection with the taconite area development in Babbitt and Beaver Bay. He was asked to outline public and school library facilities for the new town of Babbitt, which is being built by the Reserve Mining Company. He also worked with other specialists in the Department in connection with other educational facilities in the taconite area.

Libraries of the state continued to turn to the Division for information in connection with new building construction, bad conditions encountered in existing library buildings, and recommendations for library equipment. The Caledonia Public Library made a number of inquiries as to details in the development of their new children's room. Grand Marais and Winsted requested guidance in preliminary building planning.

Requests for inspection of school library building plans by architects and superintendents increased. These plans were carefully studied and recommendations made by both the Supervisor of School Libraries and the Director. During a good part of the year attempts were made to establish contact with the St. Paul school authorities and to develop school library facilities in proposed new elementary school buildings. This attempt has thus far been unsuccessful.

Upon invitation the Director inspected the new shelving and equipment installed in the library at Hamline University. Previously he had made recommendations and outlined planning possibilities to the librarian.

The Division participated in a survey of school library facilities at the Red Wing Training School. This survey with recommendations was a part of the Department survey requested by the State Youth Com-

mission. A survey of library facilities at the Sauk Centre Home School will be included later.

Staff members of the Division continued to stimulate the use of larger units of library service emphasizing county library service. Methods of a number of existing county libraries were studied and recommendations carried out for strengthening and enlarging this service. The Director was requested to meet with the County Commissioners of Itasca County to discuss ways and means of improving service to county people there. Unfortunately the recommendations were not followed. The present county library service has been reduced to a chaotic condition through the distribution of funds to all of the libraries in the county. This action undermined the basic concept of one strong, efficient unit for providing county library service. Interest in county library development was shown in Todd, Pine, Faribault and Douglas Counties.

The Director and two Supervisors were as active in field work as limited travel funds allocated to them permitted. The Director visited 25 libraries and worked with library trustees and staff members in connection with their library problems. He attended one hearing of County Commissioners. He also served as speaker for the dedication of the Myrtle Mabey Memorial Library at Belgrade. The Supervisor of School Libraries made 70 visits to school systems, county and public libraries and to county superintendents. The Supervisor of the Extension Library visited 35 libraries.

Education of Librarians

The trend in the number of school librarians who have some or all of their professional preparation continues steadily upward.

	1949-50	1950-51	1951-52
Librarians with majors in library science.....	123	136	138
Librarians with from 10 to 40 quarter credits	27	73	81
Librarians with 9 quarter credits.....	133	138	158
Librarians with no professional training.....	288	232	207

A summary of the present status of the undergraduate program of preparation for

the library minor for school librarians, which is helping to bring about an improvement in the number of qualified library personnel in the schools is attached to this report as an addendum.

The turnover of library teachers in the smaller school is one of the factors that continues to make it necessary for the Library Division to hold fall conferences for the unqualified part-time librarians. In the fall of 1951, the number of these conferences was reduced to eight, six of them being held at the teacher training institutions in Moorhead, St. Cloud, Winona, Mankato, Bemidji and Duluth, and two at the school libraries in Pipestone and Thief River Falls. Of the 183 people who attended, 134 had no library education.

A series of four one-day workshops for small public libraries was held in June, 1952, in areas not reached by a similar program in 1951. This year the workshops were held at Madison Public Library, June 10; Waseca County Library, June 12; Staples Public Library, June 17; and Howard Lake Public Library, June 19.

With the exception of the Madison conference, the workshops were well attended, with librarians or trustees from 31 libraries at the series.

Librarians from the Blue Earth County Library, Alexandria, Hutchinson, Moorhead, and Rochester Public Libraries, and staffs of the host libraries assisted personnel of the Library Division in workshop leadership.

Library philosophy, use of professional library tools, book selection aids, and a wide variety of practical problems were discussed at the morning meetings. "Public Relations," "Publicity," "Making the Small Library Attractive," and "Mending" were topics used at one or another of the four afternoon sessions.

Staffs of the smaller public libraries enthusiastically sharing their methods and experience with their neighbors made the discussions invaluable. Whether trained in library school or in the school of practical experience, the librarians said they profited from the refresher courses at the conferences.

Since many of the libraries in towns having populations of under 2,500 are open only a few hours a week, the librarians often

engage in other part-time work. This factor, lack of funds, and the travel distance involved make attendance at workshops in some areas of the state difficult, but they seem to be a successful method of enabling many libraries to profit from field service at small expense to the Division.

Extension Service

Material used in extension service included books, pamphlets, newspaper clippings, pictures, maps, atlases, periodicals, and audio-visual materials. About 51% of the collection is in the form of traveling library units of 15 or 25 volumes each. These units are sent out as deposit collections to communities having little or no library service. They are made available for a three-month period. The remaining 49% of the books and all of the other material make up the so-called open shelf or over-lending collections, and are available for service in any part of the state to individuals or local libraries requesting material on either specified subjects or specific titles.

In an effort to convey a slight understanding of the wide variety of items of information requested, the following questions have been selected:

- How to make a mural on Mexico.
- Sewing machine repair.
- Early Minnesota steamboats.
- Choral speaking.
- How to propagate the trillium and mockasin flower.
- Pivot system for trumpet.
- History of wheels.
- Acoustical engineering.
- The origin of black light.

Circulation 1951-52

During the period July 1, 1951 through June 30, 1952, 206 school library, 286 county library, 1,495 public library, and 3,725 individual requests were received. Total requests were 5,712. A study of the type of requests reveals that 2,488 were for material on specified subjects and 3,224 were for specific titles. Subject requests are much more time-consuming.

During the same period 570 traveling library requests were received from 446 schools, 43 communities, and 81 association and public libraries. These are total requests, not number of items requested. A single request from a library frequently covers needs of several different borrowers and may include a number of books or other items of information. The next table more clearly indicates this fact.

The Library Division has a cooperative arrangement with the public libraries of Minneapolis and St. Paul, and with the University of Minnesota Library whereby requested material not in the Division's collections may be obtained through the Division for service to libraries in various Minnesota communities. During the year 556 books were requested through this inter-library loan service and 410 of them were obtained. Most of the other volumes were in one or another of the three libraries but could not be spared for interlibrary loan.

In addition to the above reference and interlibrary loan requests the staff of the Library Division furnished a substantial amount of material and information to other divisions of the Department of Education, to other departments in the state government, and to individuals who either telephoned the Division or visited it in person.

		Total Circulation 1951-52					
	Requests	Books	Pamphlets	Pictures	Magazines	Films	Total
Open shelf	5,712	15,013	1,770	398	89	3	17,273
Traveling library ..	570	20,365	20,365
Total	6,282	35,378	1,770	398	89	3	37,638

		Book Stock 1951-52		Total
		Open Shelf	Traveling Library	
Volumes July 1, 1951		21,505	25,865	47,370
Volumes added during the year		1,628	1,250	2,878
Total		23,133	27,115	50,248
Volumes withdrawn during the year		661	3,900	4,561
Total volumes June 30, 1952		22,472	23,215	45,687

An especially large number of volumes were discarded as a result of systematic weeding during the triennial inventory.

A long-postponed program of weeding outworn and outdated Traveling Library collections was partially completed. 165 such units totaling 3,900 books were studied, checked with recommended longer lists such as the Standard Catalog for Public Libraries, the Fiction Catalog, and the Children's Catalog. Recommended titles, books by Minnesota authors, out-of-print books in good physical condition were saved for possible use by the Division or the University.

Many of the books on such subjects as war and science had outlasted their usefulness, and many had not been used for years.

Changing conditions have influenced the staff of the Extension Division leading to discontinuing or making up fewer units of some older types of Traveling Library unit collections and establishing needed newer types.

For instance, changing patterns in public school organization have brought about less use of a collection for Grades 1-8 and demand for a new unit serving Grades 1-6. The influence of increased interest in the part books can play in the welfare of young people has resulted in the establishment of youth corners in small public libraries. This in turn caused an increase of what the Traveling Library calls a High School unit.

Steel shelving in the rear of Room 369 was rearranged to make room for an additional double-faced unit of shelves. Additional stack lights were added. A new matching section of the catalog case is being purchased.

Publications

In carrying out its responsibility for providing professional library information and bibliographic assistance, the Division published the following:

1. *Minnesota Libraries*—This nationally-indexed library quarterly had the following issues during the year, *State Library Division, School Libraries, Public Library Statistics, 1951*, and *College Libraries*.

2. *School Library List Supplement*—A current aid in the selection of approved children's and young people's books, issued primarily for the schools, but useful to the public library field also. Published monthly, September through May.

3. *State-Wide Book Service*—A leaflet describing the traveling library and over-lending service.

4. *Library Quarters and Equipment*—Standards and guide for superintendents, librarians, and architects to use in planning school library quarters and equipment.

5. *Semi-Annual List of Books*—Used out in the state by individuals borrowing from the Library Division through their local libraries.

6. *Adventures for All*—The 1951 annual list of books for rural schools.

7. *Golden Books*—An evaluation of the Golden Book series.

The Director wrote a summary of the factors involved in the selection of a main public library site and of a branch library site, material to be used in an American Library Association compendium on site selection.

Library Placement

The Division continued its activities to assist in solving placement problems among the various Minnesota libraries. The supply of professional librarians continued to be insufficient. The filling of vacancies in many libraries was erratic and unpredictable. In some instances vacancies were filled quickly and satisfactorily. In other cases too much time had to elapse. One good county library system has been seeking a head librarian for the past seven months without success. There is a steady flow of requests for information as to Minnesota library vacancies from librarians out of the state, but most of them require salaries much higher than Minnesota library budgets will provide. On the other hand, some library positions have been definitely improved by the hiring of new personnel, and the Library Division has played its part in that connection. The number of men in library positions has increased.

The Division has also played its part in urging library boards to clarify their charts of organization, job descriptions, salary schedules, and working conditions. As a result there was less staff unrest in the various libraries of the state than during the previous year.

The college and university library field has been experiencing a real problem because a slackening of financial support has made it difficult for these libraries to compete with salaries offered in other fields.

The Director has done everything possible to draw the attention of the two accredited schools for the training of librarians to the needs of Minnesota library service. There is every indication of a desire on the part of the faculty of the two schools to cooperate in developing better librarians for our own state.

Since the smaller libraries continue to be plagued by budgets altogether too small to meet prevailing starting salaries of \$3,000 per annum, it would seem that there is need for some form of state aid to supplement their local budgets so that they would not be forced to employ the makeshift staffs which many of them now have.

Future Planning

When one considers present needs and future plans for strengthening library service in the state agency, the following points are clear:

(1) The Supervisor of the Extension Library should be assisted by a full-time person to provide her with secretarial and clerical help. This addition would strengthen field work.

(2) The Library Division should clarify its planning for the extension of service to certain problem areas of the state. This may well mean the development of a project for state library bookmobile service and for the establishment of a Library Division area office.

(3) A larger area is needed for the housing of the model school library book collection.

(4) A schedule should be worked out for the periodic and systematic cleaning of the Division's book collection. Conferences have taken place between the Director of the Library Division, the State Librarian, and the Librarian of the Historical Society in an attempt to jointly dispose of this problem. It should be obvious that other book collections in the Department besides the textbook volumes also need cleaning.

(5) For the past four years the Director has urged that the Department request funds to implement an Education Library for the use of the Department's staff specialists. Small beginnings were made two years ago when a magazine rack was purchased and when the *Education Index* and one or two reference tools were secured with Department research funds. The Director

of the Library Division has attempted to work in a channeling of material to the Department rack and to individual staff members, but since this is a new activity added to his many regular duties it has only been partially successful. The whole program should be implemented by funds requested in connection with the Department's research budget. Money allotted by the Legislature to rural people for traveling library material should not be used for a Department Library.

ADDENDUM

Summary of Undergraduate Program

In the spring of 1950 representatives of the Minnesota teacher training institutions offering less than a major in library science were asked to meet with members of the State Department of Education to discuss the need for offering an undergraduate minor for school librarians, in accordance with the demands of the new certification standards and the needs of the schools. As the result of this meeting, four teachers colleges decided to initiate a program for the minor in the summer of 1950, and since that time nine liberal arts colleges have also made arrangements to do so. This does not mean that all thirteen colleges have provided a complete minor during the academic years of 1950-51 and 1951-52 as well as in the summer sessions of 1950, 1951 and 1952, but rather that they have all made some contribution to the total program. Most of the liberal arts colleges do not hold summer sessions; two of the teachers colleges decided they could offer a summer school program but were not yet prepared to give the library science minor during the year; two of the liberal arts colleges had difficulty locating a qualified teacher and in consequence have dropped the library program, at least temporarily; two liberal arts colleges began the program in 1951-52, the University at Duluth offered the first part of the minor in the 1952 summer session, and a third liberal arts college will offer the first portion of the minor in 1952-53.

There is need for a summer school program to offer a minor to the library teachers now on the job, but if there is to be an ample supply of library teachers for the schools and if the State Department of Education is to be able to enforce its new stand-

ards by 1955—the date originally announced—there must also be a reasonable number of fully qualified library teachers graduating each year.

At the close of the 1952 summer session, the present program had provided 31 people with completed school library minors: 6 graduated in 1951, 21 in 1952, and 4 obtained the minor in summer school sessions. The teachers colleges were responsible for 12 of these librarians, while four liberal arts colleges prepared the other 19 people.

The graduates of 1951 and 1952 also included 45 additional teachers who had taken some part of the library minor. Thirty-five came from two liberal arts colleges and ten from four teachers colleges. Twelve of these graduates were teachers completing their degrees during summer sessions, 9 at teachers colleges and two at liberal arts colleges. In this group are included 13 elementary school teachers who took only the first course in Elementary Materials.

According to the information on hand at the present time, 44 undergraduates now in college have taken some portion of the school library minor. Since advance registration records are generally not available, this figure indicates only the number of students enrolled previously, all but three of whom had stated their desire to complete the minor.

Summer school enrollments in four teachers colleges, one liberal arts college and the University of Minnesota at Duluth for the three years 1950, 1951 and 1952, totaled 128, including the four librarians already counted as among those who have completed the minor.

Evaluation

Two academic years and three summer sessions is a short period in which to establish a new education program, to have its purposes understood and appreciated by the many people concerned—school and college administrators, major advisors, placement

officials and indeed the teachers and students involved. The total effect is probably all that could be expected, although it falls far short of our needs and desires. As a result of the program there are 218 teachers who have taken one or more courses in library science.

Twenty-seven students have earned the minor and it is certain that more will do so, partly because of stimulation from the colleges and partly as the result of stimulation and pressure from the State Department of Education. The placement of these graduates has been disappointing since only nine have accepted teaching positions which include library responsibilities, and three of these went out of the state. Eleven have accepted "straight" teaching positions (three out of the state), one is a novitiate, and information was still not available for the remaining six.

Looking Ahead

There are still many problems to be solved before Minnesota has a strong educational program for school librarians and one that begins to meet the demands of the schools. Some of these problems call for immediate attention, while others will be solved or improved only after several years of cooperative effort on the part of the schools, the colleges, and the State Department of Education. Probably of most urgent concern at the present time is the articulation of the undergraduate minor with that of the major or graduate programs offered by the accredited library schools. It is inevitable that there will always be room for changes in the curriculum, for improved methods of teaching, and for a clearer understanding of the relationship between the preparation of teachers and a strong library program in the teacher-training institutions, a program which includes functional laboratory school libraries and centralized service centers for the school libraries of the area, as well as the program for preparation for the minor.

Minnesota Library Service Plan

JOINT PLANNING COMMITTEE, MINNESOTA LIBRARY ASSOCIATION

For a great many years, the librarians of Minnesota have been working to better service to the people of this state and to extend it to those as yet unserved. Studies made by earlier library planning committees and recent surveys and field reports have revealed that, while there has been a gradual increase in the number of people reached by libraries, conditions of service and library budgets have been static or have moved gradually backward.

The Joint Library Planning Committee was appointed last year to study the material and tables assembled by members of the Activities Committee of the Minnesota Library Association over a period of several years. At the suggestion of Dr. E. W. McDiarmid, it was requested to study three large areas of possible library development and improvement, i.e., larger units, certification and state aid. The ultimate goal of the committee was to be a library plan for Minnesota—a plan aimed at bettering library conditions all over the state.

After a careful examination of the survey of the Legislative Research Committee, of the study made with research funds of the State Department of Education, directed by Marjorie Beal and members of the Library Division and of the aforementioned files of the Activities Committee, and, upon the request of the Executive Board of the Minnesota Library Association, a program outlining Minnesota library conditions was presented to the membership during the annual state convention on October 4, 1951. After a thorough and widespread discussion of problems, a resolution was passed and later approved by the Executive Board (October 6, 1951) endorsing the principle of state aid as a solution for Minnesota's public library problems. The resolution further directed that the Joint Library Planning Committee develop a specific pattern or formula for state aid in Minnesota and present it to the Executive Board at the March, 1952, meeting of that Committee. The date was selected so that, after consideration by the Executive Board, the details of the aid program could be presented by members of the Joint Library Planning Committee for information to and discussion by members of the Minnesota Library

Association and interested persons attending the May district meetings sponsored by the Minnesota Library Association and the State Library Division.

The members of the Joint Library Planning Committee have held day-long meetings at least once a month since undertaking the serious responsibilities imposed upon them. Individual notebooks were assembled for each of them. Tables, maps and charts were developed in terms of the latest available information pertinent to the problems. Emily Mayne of the Committee has spent a great deal of time in summarizing and charting this information. Truly the committee members have been conscientious and hard-working in their attempts to carry out their duties.

Before presenting the pattern for State Aid itself, it should be pointed out that it is intended only as an additional but vital part in the program for strengthening Minnesota's public libraries. It presupposes the continuing and ever-increasing efforts of everyone to maintain and increase library budgets and library service under the present library laws as they affect the local institution and the state agency. It has been drawn up within the same structure of the present library laws and with the same purpose of enabling local people to locally determine the form for their public library service. The pattern for state aid presents a direct opportunity for benefit because it encourages the local institution to increase the present local tax levy in order to receive additional state aid funds.

In addition to the existing laws for public library service, the Joint Library Planning Committee considers the following Pattern for State Aid to Minnesota's Public Libraries essential, and urges its translation (with whatever modifications are considered essential) into a legislative program by Minnesota Library Association for consideration at the next session of the State Legislature.

A Pattern for State Aid to Minnesota Public Libraries

State aid shall be paid to Minnesota libraries on the following basis:

- I. For the establishment of systems of local libraries as follows:

- a. To each county library system serving a county with a population of 15,000 or more, which may be established after this provision goes into effect and which meets qualifications of service established by the State Board of Education, a non-recurring grant of \$10,000.
 - b. To any county with a population of less than 15,000 a non-recurring establishment grant of \$10,000 if the board of county commissioners of said county enters into a contract with a county library now or hereafter existing. In the establishment of a multi-county library, each county participating would receive one non-recurring \$10,000 establishment grant.
- II. To each county library system receiving one-half or more of the legal limit for county library service, and meeting the qualifications of service established by the State Board of Education, 25% of annual local tax funds. Libraries increasing their local funds for library service during the previous fiscal year shall receive an additional 20% of state aid on the amount of the local increase.
- III. To each library serving a town, village, or city under 10,000 population or to any county under 15,000 population, a permanent loan of books from the Library Division of the State Department of Education.
- IV. To each municipal library serving a town, village or city with a population of 10,000 to 50,000, and receiving an annual levy of at least one mill, 10% of local funds with a maximum state aid grant of up to \$1,500. Libraries increasing their local tax funds for library service during the previous fiscal year shall receive an additional 20% of state aid on the amount of the local increase.
- V. To each municipal library serving a city with a population of 50,000 or more, the proportional part of \$40,000 as determined by the ratio of the population of a given city in the group to the total population of the group. Libraries increasing their local funds for library service during the previous fiscal year shall receive a proportional part of \$10,000 as determined by population, but in no case shall this additional sum be in excess of the local increase.
- VI. To the Library Division of the State Department of Education state aid funds in the amount of \$40,000 per annum for the administration of the State Aid to Libraries program and for the extension of library service to counties not otherwise eligible for state aid grants to libraries. This sum shall be in addition to the regular funds and traveling library funds of the Library Division.

We, the undersigned, propose the following resolution to the Executive Board:

Be it resolved that the Executive Board

1. Instruct the Legislative Committee to draft a program for State Aid in accordance with the report of the Joint Library Planning Committee

a. For submission at the 1953 session of the Minnesota Legislature

b. As a continuing activity for future legislative sessions

2. Instruct the Vice President of the Minnesota Library Association and the Director of the State Library Division (as joint planners of the May district meetings) to provide adequate and favorable presentation of the Joint Library Planning Committee's report at the May district meetings.*

Lucille Gottry

Merle Lennartson

Margaret Leonard

Glenn Lewis

Emily Mayne

Russell Schunk, Chairman

*Approved unanimously by the Executive Board, March 21, 1952.

BOOKS AND PAMPHLETS

A Basic Reference List

Compiled by A. Rosemary Bowers

The list that follows is intended to be a basic purchasing guide for small libraries, and all titles included are suitable for the small collection. However, generally, those listed in the first alphabet in each class are books without which no library can offer good service to its borrowers. Those listed in the "Also recommended" groups should be purchased only after the more basic needs of the library have been filled. An attempt has been made to include books in all classes, but not on all subjects. In some cases, two or more titles covering the same subject have been included as being of equal excellence, but it is recommended that the small library already owning one of these, whether listed here for first or for second purchase, fill basic needs in other subject fields first. For example, while Hoyt's *New cyclopedia of practical quotations* has been listed for first purchase, libraries owning Bartlett's *Familiar quotations* will probably wish to fill other gaps before purchasing Hoyt.

In building up a reference collection, the librarian will need to take into account titles in the circulating collections, since many well-indexed books for general reading have reference value, and gaps in the reference collection will be more serious where the subject is poorly covered elsewhere.

No reference books should be purchased from book salesmen without first consulting issues of the *Subscription books bulletin*, which may be borrowed from the Library Division.

000 General Works

Columbia encyclopedia in one volume. 2d. ed., ed. by W. Bridgewater and E. J. Sherwood. Col. Univ., 1950. 28.50. Comprehensive for a one-volume work, with brief, simple articles and good cross references. Not needed by a small library that has a recent edition of one of the large standard encyclopedias.

Abridged Readers guide to periodical literature. Wilson. Service basis. Issued

monthly, with cumulations annually and biennially. Larger libraries will want the unabridged *Readers guide to periodical literature*, which indexes 115 magazines.

Also recommended:

Kane, J. N. *Famous first facts, a record of first happenings, discoveries, and inventions in the U. S.* Wilson, 1950. 7.00.

Lincoln library of essential information. ed. by E. V. Mitchell. Frontier, 1951. 23.00.

200 Religion

Ferm, V. T. A. *Encyclopedia of religion*. Philosophical Lib., 1945. 12.50 Historical and descriptive encyclopedia, giving meanings of terms, histories of religions, biographies, etc.

Also recommended:

Stevenson, B. E., ed. *Home book of Bible quotations*. Harper. 1949. 6.00.

300 Social Sciences

Douglas, G. W. *American book of days*. Rev. ed. Wilson, 1948. 6.00. "A compendium of information about holidays, festivals, notable anniversaries, and Christian and Jewish holy days, with notes on other American anniversaries worthy of remembrance." Subtitle.

Minnesota. Secretary of State. *Legislative manual of the State of Minnesota*. Secretary of state, biennial. Free to libraries. A comprehensive handbook of information about Minnesota—constitution, brief history, parks and forests, institutions, election returns, newspapers, towns, post-offices, biographies of officials, etc.

Morgan, J. E., ed. *American citizens handbook*. 4th ed. N. E. A., 1951. 2.00. Helpful manual of citizenship, giving information on naturalization and on citizens' rights and obligations, patriotic heroes and shrines, readings for patriotic occasions, documents such as the United Nations Charter, flag etiquette, and brief facts about the states.

- Patterson, H. L. F., ed. *American educational directory*. Field Enterprises, annual. (1952 — 10.00.) Geographical list of all public and private schools and colleges, officials, superintendents, principals, departments, associations, boards, public and school libraries. Includes a classified directory of schools, lists of college colors, guide to sources of instructional material.
- Post, Emily. *Etiquette; the blue book of social usage*. Rev. ed. Funk, 1950. 5.00. "A comprehensive book, authoritative and well-written, covering both rather elaborate details of etiquette and the principles of courtesy and good taste." Stan. Cat.
- Robert, H. M. *Robert's rules of order*. Rev. ed. Scott, 1951. 2.50. 75th anniversary edition of the standard manual of parliamentary law.
- Scott Publications, inc. *Standard postage stamp catalog*, ed. by G. R. Harmer. Scott Publications, annual. (1952—7.00.) "An annual publication giving date of issue, color, shape and value of all stamps ever issued by any government." Stan. Cat.
- United Nations. Dept. of Public Information. *Handbook of the United Nations and specialized agencies*. Col. Univ., 1949. pa. 1.00. Outline of essential facts about the United Nations and its agencies — purposes, operation, membership, etc.
- U. S. Bureau of Labor Statistics. *Occupational outlook handbook; employment information on major occupations for use in guidance*. Govt. Print. Off., 1951. 3.00. Frequently revised. Classified list of nearly 300 occupations, discussing nature of work, desirable qualifications, employment outlook, sources of additional information, etc.
- World almanac and book of facts*, ed. by Harry Hansen. N. Y. World-Telegram, annual. (1952 — 1.85.) Comprehensive collection of facts and statistics on such subjects as U. S. government, foreign countries, postal information, schools, noted people, astronomical data, sports, religions, economic conditions, industries, a chronology of the year, and a wide range of other topics.
- Also recommended:
- American yearbook; a record of events and progress*, ed. by S. Michaelis. Nelson, annual. (1950 — 15.00.)
- Book of the states, 1952-1953; the standard, biennial reference work on state affairs*. Council of State Govts., biennial. (1952-3 — 7.50; with suppl. 10.00.)
- Hazeltine, M. E. *Anniversaries and holidays; a calendar of days and how to observe them*. 2d ed. A. L. A., 1944. 6.00.
- Information please almanac*. John Kieran, ed., planned and supervised by Dan Golenpaul Associates. Macmillan, annual. (1952 — 2.50; pa. 1.00.)
- Statesman's year book; statistical and historical annual of the states of the world for the year*, ed. by S. H. Steinberg. Macmillan, annual. (1951 — 6.50.)
- United Nations. Dept. of Public Information. *Everyman's United Nations; a ready reference to the structure, functions and work of the United Nations and its related agencies*. 2d ed. Col. Univ., 1950. pa. 1.25.
- U. S. Bureau of the Census. *Statistical abstract of the U. S. Govt. Print. Off.*, annual. (1951 — 3.00.)
- U. S. National Archives and Records Service. Federal Register Division. *United States government manual, 1951-52*. Govt. Print. Off., 1952. 1.00.

400 Language

- American college dictionary*, ed. by C. L. Barnhart. Random house [c1951]. 5.00; thumb indexed 6.00; lea. 12.50. "A completely new desk-size dictionary designed to provide an accurate guide to current usage. All entries are in one alphabet including proper names, abbreviations, inflected forms of words in which the stem is changed, etc. Pronunciation is indicated by the 'traditional textbook key.' Definitions are given in reverse chronological order, modern usage first." Winchell.
- Crabb, George. *English synonyms, enl. by the addition of modern terms and definitions arr. alphabetically with complete cross references throughout*. Centennial ed. Grosset, 1945. 2.00. "An alphabetical list, arranged by the first word of a group of synonymous words, with explanation and differentiation of the use and meaning of the words in the group." Mudge.
- Greet, W. C. *World words, recommended pronunciations*. 2d ed. Col. Univ., 1948. 6.75. "Gives pronunciation of some 25,000 names and words, including battlefields, places made familiar by the war, names

of persons in the news and difficult words. . . . Includes the pronunciation of many names not easily found elsewhere." Winchell.

Newmark, Maxim, comp. *Dictionary of foreign words and phrases*. Philosophical Lib., 1951. 6.00. "Compiled from English sources and containing foreign words, phrases, mottoes, proverbs, place names, titles, allusions and abbreviations . . . together with English equivalents and definitions and a supplement in Greek orthography." Subtitle. Ranges from classical expressions to words being currently adopted, like "bouclé" and "quisling."

Also recommended:

Allen, F. S. *Synonyms and antonyms*. Rev. ed. Harper, 1938. 4.00.

Bender, J. F., comp. *NBC handbook of pronunciation*. 2d ed. Crowell, 1951. 4.50.

Berrey, L. A. *American thesaurus of slang; a complete reference book of colloquial speech*. Crowell, 1947. 7.50.

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minerals, stars, mollusks, reptiles, and the animal kingdom. . . . Technical terms have been avoided, and, in general, line drawings illustrate the text." Stan. Cat.

Also recommended:

Anthony, H. E. *Field book of North American mammals; descriptions of every mammal known north of the Rio Grande, together with brief accounts of habits, geographical ranges, etc.* Putnam, 1928. 5.00.

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musicians. 5th ed. Dodd, 1949. 16.00. "Contained in one alphabetical arrangement are brief lives of musicians with lists of their works, longer signed articles on prominent musicians, and other signed articles on musical topics. . . . These include accounts of opera houses, opera plots, chamber music, ballet, musical instruments, etc." Stan. Cat.

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Bartlett, John, comp. *Familiar quotations; a collection of passages, phrases and proverbs traced to their sources in ancient*

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- Federal Writers Project. *Minnesota; a state guide.* Viking, 1938. This is an excellent source of information on Minnesota—history, people, industries, etc., as well as notes of local interest. However, the series is now being revised, and librarians are advised to wait for the new edition before ordering.
- Jenkins, Elmer, ed. *Guide to America; a treasury of information about its states, cities, parks and historical points of interest.* New ed. Public Affairs, 1949. 3.75. A traveler's guide to the U. S., arranged alphabetically by state. Tells about each state's history, industries, recreational resources, points of interest.
- Rand, McNally, and Company. *Cosmopolitan world atlas.* Rev. ed. Rand, 1951. 12.50. "In this new atlas the world has been mapped on a regional basis, united around a major country or group of countries. . . . Special tables include world political information, climatic and economic tables, and an historical gazetteer of geographical names." Winchell.
- Webster's biographical dictionary; a dictionary of names of noteworthy persons, with*

pronunciation and concise biographies. Merriam, 1943. 7.50. Condensed biographies of over 40,000 persons of all periods, nationalities, races, religions, and occupations. Includes living people. Has tables of presidents, vice-presidents, Supreme Court justices, cabinet officers, rulers of foreign countries, popes, etc.

Webster's geographical dictionary; a dictionary of names of places, with geographical and historical information and pronunciation. Merriam, 1949. 8.50. "Not only current but also historical names from Biblical times, ancient Greece and Rome, medieval Europe, and World Wars I and II. . . . Location, area, population, altitudes of mountains, etc. . . . Includes full-page and smaller insert maps and an appendix of historical maps in color." Winchell.

Who's who in America. Marquis, biennial (1952-3. 16.00.) "An excellent dictionary of contemporary biography, containing concise biographical data, with addresses and, in case of authors, lists of works . . . aiming to include the best-known men and women in all lines of useful and reputable achievement." Winchell.

Also recommended:

- Alsberg, H. C. *American guide; a source book and complete travel guide for the U. S.* Hastings, 1949. 7.50.
- Current biography; who's news and why.* Wilson, monthly. Service basis.
- Hammond, C. S., and Company. *City street map atlas and trip guide.* Hammond, 1950. 1.50.
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